

Facilitating the NPHPSP Local Public Health Governing Bodies (Governance) Instrument

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Objectives

- Understand the differences between the State, Local, and Governance Instruments
 - Recognize the roles of the facilitator, recorder, health officer, and board members in completing the assessment
 - Have strategies to facilitate the Governance Instrument
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Agency, Systems & Community Health Improvement TRAINING

Overview

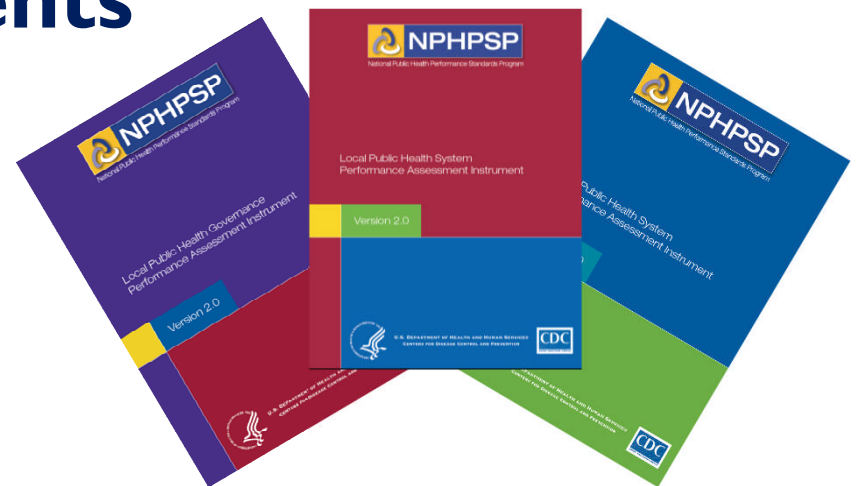
The NPHPSP Instruments

Assessment Instruments

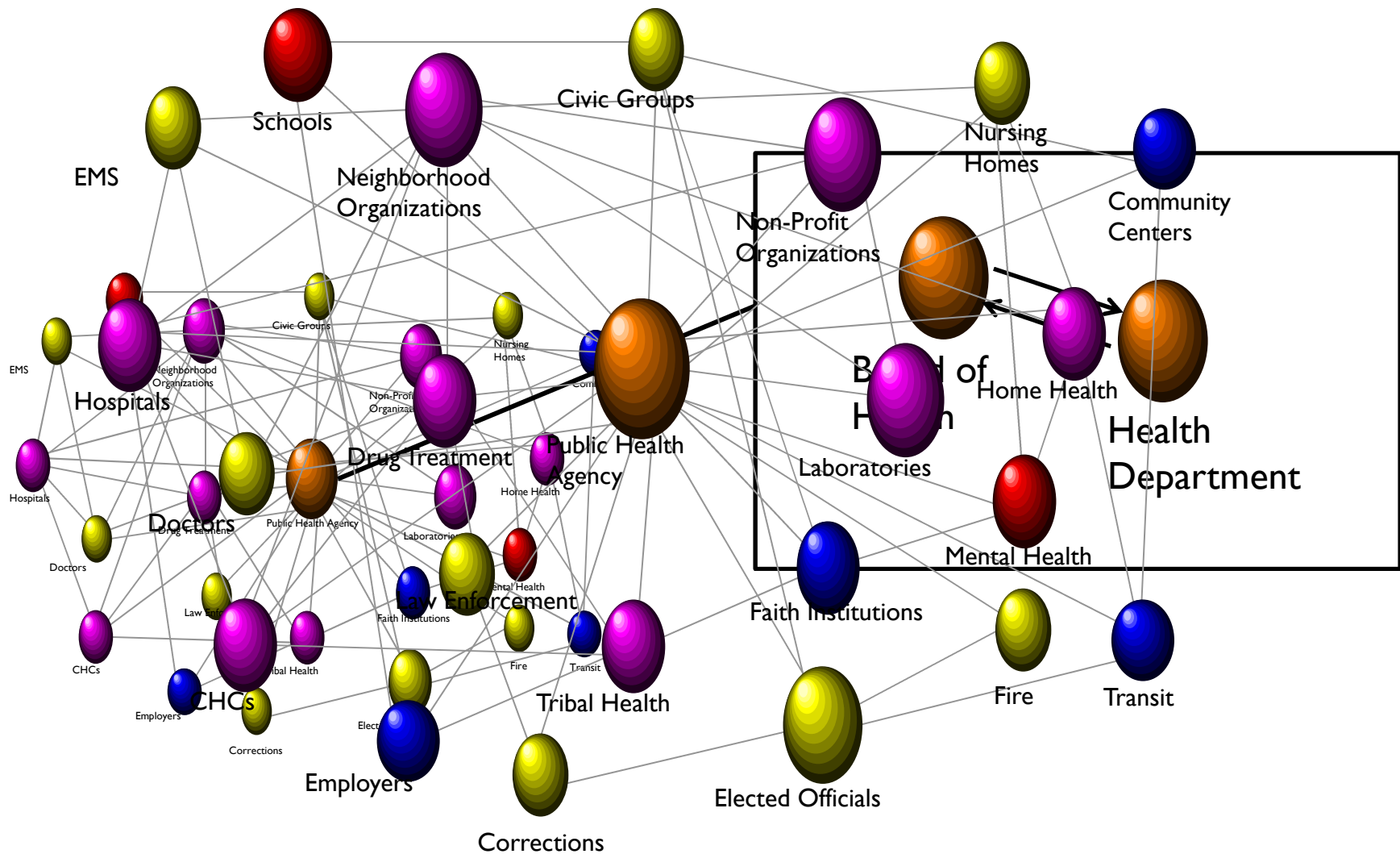
- State public health system
- Local public health system
- Local governing body

Partners

- | | |
|---------|----------|
| – CDC | – NACCHO |
| – APHA | – NALBOH |
| – ASTHO | – NNPHI |
| | – PHF |

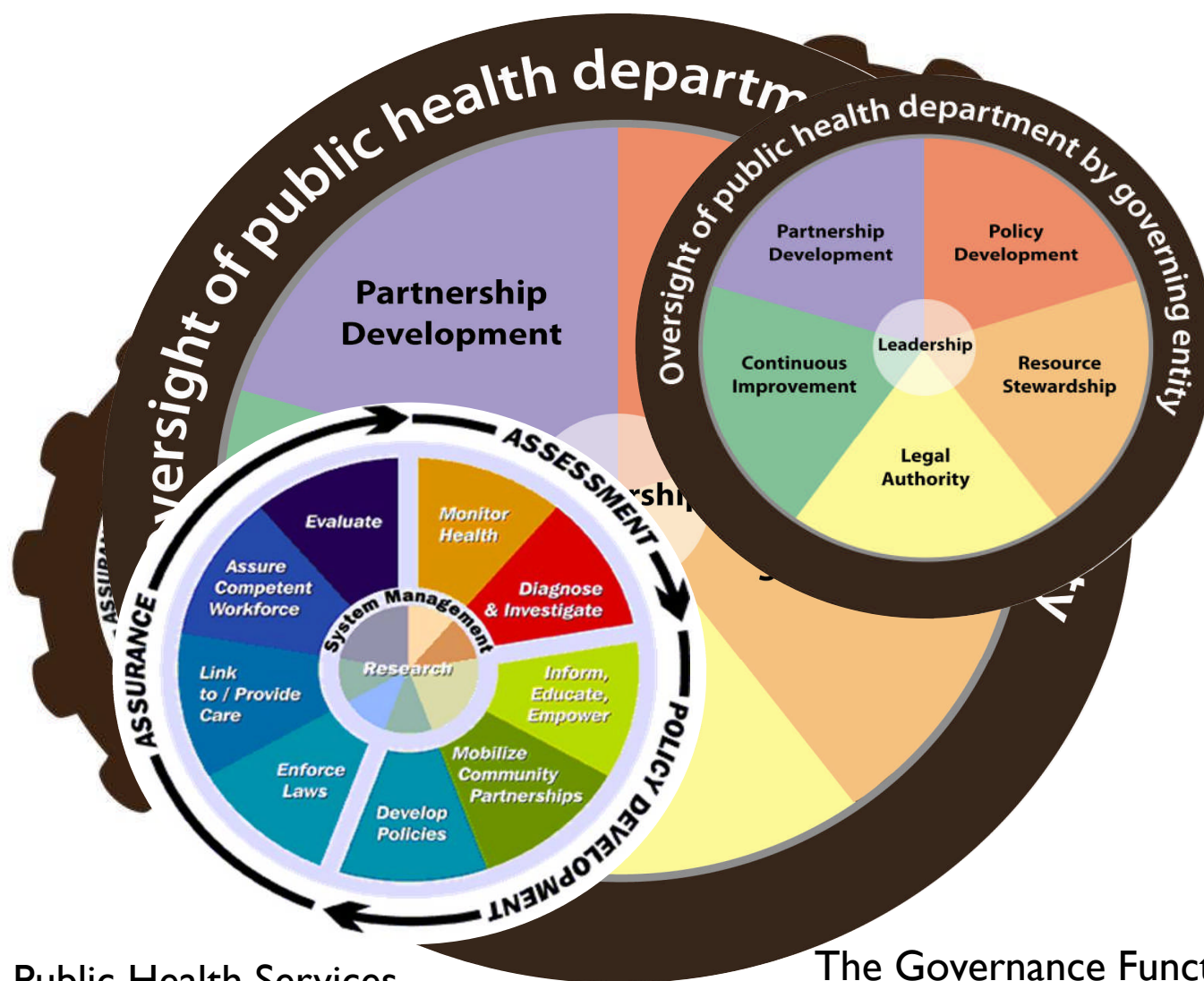


The Governance Instrument focuses on the *board or other governing entity*



Underlying structure of the governance instrument

Structure of the governance instrument




The 10 Essential Public Health Services
(health department)

The Governance Functions
(board of health or other governing body)



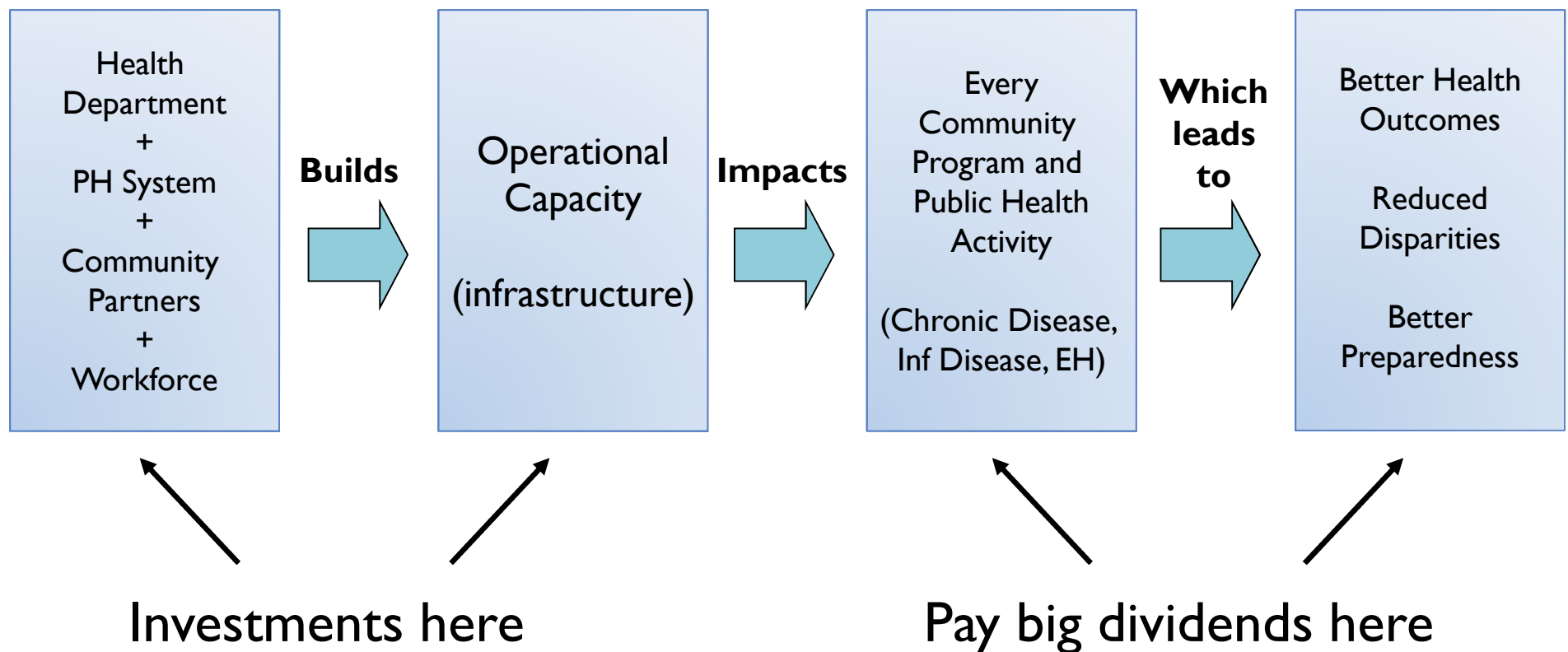
NPHPS Version 2.0 (2007) and Re-Engineered (2012)

- Both versions:
 - Use a semi-qualitative rating scale
 - Are grounded in the 10 Essential Public Health Services
 - Can contribute to strategic planning and improvement planning at the health department and for the board
 - Re-engineered:
 - Has fewer questions
 - Is more heavily dependent on facilitation
 - Is more strongly linked to governance functions
 - Has increased quality improvement focus
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Using the governance instrument



Why evaluate performance?



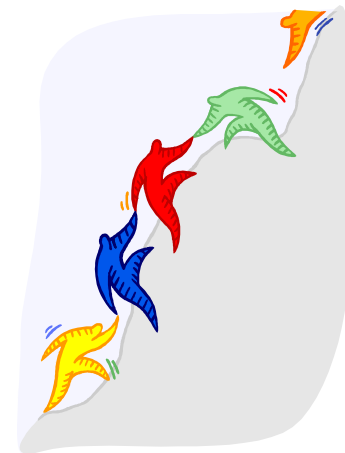
How the governance tool can help

- Inform strategic planning
- Inform, and be informed by, community health improvement plan
- Can contribute to Domain 5, 6, and 12 of Accreditation



The role of the health officer

- Encouraging the board to complete the assessment
- Contributing data to the board's discussions during the assessment
- Helping interpret results



Facilitating the Governance instrument

General Principles of Facilitation

Facilitators...

- Guide participants through the process;
- Focus on HOW people participate, not just on WHAT is stated or completed; and
- Maintain neutrality and do not take sides.



Adapted from the Community Tool Box (<http://ctb.ku.edu/>)

NPHPSP facilitators help participants...

- Complete the NPHPSP assessment with documented discussion and scores related to each performance measure;
- Enhance understanding of public health
- Build relationships
- Foster an interest and awareness in performance improvement.



The role of the recorder

- Record group responses
- Record key ideas and comments from the discussion
- Assist the facilitator to manage time




Convening your board

- Discuss the assessment before starting
- Determine the need
- Decide how to conduct the assessment
- Come to our session at 1:30 on engaging and communicating with your Board!





How will the Assessment be structured?

- Retreat or special session
 - Several shorter meetings
 - As a take-home assignment
 - Simultaneous small groups
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Homework or orientation?


Orientation should include:

- Role of the board, role of the health department, and role of LPHS
- Essential Services and governance functions
- Purpose and process of the assessment
- What next? Why are we doing this and what will we do with our results?






Leading the group in discussion

- Review and discuss the model standard
 - After MS is discussed, read and vote on the questions.
 - Use facilitator guide to help probe more deeply.
 - Have further discussion where differences appear.
 - Participants should be aware of the final response for all questions.
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Listening: An Essential Skill

- Practice active listening
 - Express interests and values, not positions and demands
 - Pay special attention to surprise, differences, and disagreements
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Facilitator tips

- Encourage concrete examples of activities, but discourage anecdotes
- Emphasize similarities and points of agreement
- Keep an eye on the time

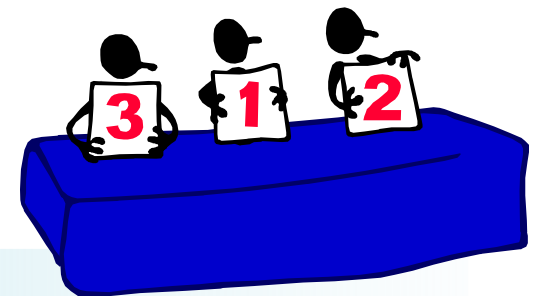


Possible challenges

- Participants have different definitions for terms, such as what “meeting the standard” means
 - Participants may not always understand what the question is asking
 - Some participants may defer to the board chair or health officer, rather than offering their own perspective
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Determining Responses

- Ways of voting
- Steps to determining responses:
 - Review and discuss the model standard
 - Think about the focus of the question
 - Use discussion toolboxes if available
- Develop final responses



Voting Considerations

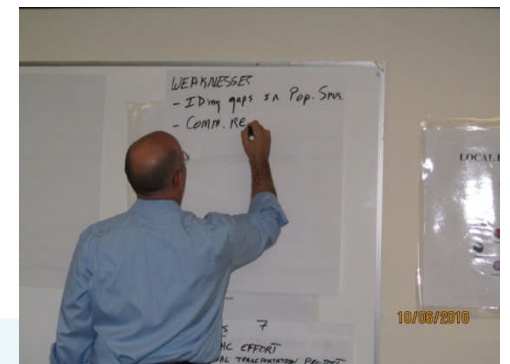
- Awareness
- Involvement
- Frequency
- Quality and Comprehensiveness
- Utility
- Governance Functions



Summary and Wrap-up Guidance Questions


Summarize the discussion after completing the Assessment by listing the following:

- Strengths
- Weaknesses
- Opportunities for immediate improvements
- Longer term improvements needed






What do I do next?

- Incorporating results into strategic planning
 - Looking for low-hanging fixes
 - Identifying long-term fixes
 - Policy recommendations
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PHAB – Domain 5

- Measure 5.1.1A: *Document public health policies under consideration by the governing entity*
 - Measure 5.1.3A: *Inform governing entities of potential public health impacts, both intended and unintended, from current and/or proposed policies*
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PHAB – Domain 6

- *Standard 6.1: Review existing laws and work with governing entities and elected / appointed officials to update as needed*
 - *Measure 6.1.2A: Inform governing entity of needed updates / amendments to current laws and/or proposed new laws*
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PHAB – Domain 12

- Measure 12.1.2A: *Maintain current operational definitions and/or statements of the public health governing entity's roles and responsibilities*
 - Measure 12.2.1A: *Communicate with the governing entity regarding the responsibilities of the public health department*
 - Measure 12.2.2A: *Communicate with the governing entity regarding the responsibilities of the governing entity*
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Conducting the NPHPSP (Online Resources)

- NPHPSP Online Toolkit at <http://www.cdc.gov/NPHPSP/index> includes:
 - Assessment Instruments, Model Standards, & User Guide
 - Sample preparation, assessment, & performance improvement materials from users
- MAPP: www.naccho.org/topics/infrastructure/MAPP/index.cfm
- NPHPSP Monthly User Call Series: contact Jennifer McKeever at jmckeever@nnphi.org or 202-842-2022 for more info

For technical assistance or to order materials:
1-800-747-7649 or phpsp@cdc.gov



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TRAINING

Questions?


Agency, Systems & Community Health Improvement

TRAINING

Exercise




Exercise structure

- Each table of 6 is a “board” completing the assessment.
 - You will be assigned a role to play in your board.
 - Grump
 - Political appointee
 - Wallflower
 - Philosopher
 - Newcomer
 - Businessperson
 - You have five minutes to prepare for your role
- 



Roleplay

- Decide how your Board will vote (cards, show of hands, secret ballot, etc) and then work through Essential Service 5. If you finish, go on to ES6.
 - Facilitator role will rotate every five minutes.
 - We'll also give you a new challenge scenario with each new facilitator.
 - It's the facilitator's job to get the group back on track and work through the essential service.
- 



Challenge scenario I

The discussion is all about the
local health department.





Challenge scenario 2


**Board members become
defensive about the board's
performance**





Challenge scenario 3

One person (the appointee) is dominating the discussion






Challenge scenario 4

The group dives into details
and gets way off topic



Challenge scenario 5


The group feels like they don't
have enough information to
answer the question





Challenge scenario 6

People seem to be basing their votes on what they see others voting, not their true opinions



DISCUSSION AND WRAP UP